



香港教育研究所

Newsletter

Hong Kong Institute of Educational Research
The Chinese University of Hong Kong

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Development Projects

小作家網上培訓計劃

多寫多樂趣 愈寫愈進步

由香港中文大學教育學院及香港教育研究所主辦的「小作家網上培訓計劃」已順利進行了大半年，參加網上培訓的會員有百多人，而培訓工作正在按計劃有秩序地推展。

一. 「計劃」的緣起和目標

「小作家網上培訓計劃」是在「聯校小作家培訓計劃」的基礎上發展起來的。計劃由何萬貫教授策劃及推動，委員包括中文大學中文系盧瑋鑾教授（小思），資深語文教師兼業餘作家潘步釗先生、蔡振興先生、何慧姚女士、林美儀女士、梁新榮先生（秀實）、曹綺雯女士、歐佩娟女士（嘉嘉）及何萬貫教授，他們定期為參與計劃的「小作家」提供寫作指導及批改作文。計劃又邀得語言學家萬波教授及語言心理學家王初明教授為嘉賓學者，在網頁上為語文老師及學生提供寫作意見。網頁的設計及維修工作由伍玉清女士、黃巧書先生及李煜智先生負責。

在「聯校小作家培訓計劃」實施期間，我們舉辦了各種類型的寫作活動，其中開辦了兩屆小作家培訓班，參加的中一及中二學生來自四十多所中學，超過一百五十人。「聯校小作家培訓計劃」的推展，取得很好的成效，香港傳媒對此亦作過廣泛的報導。接著，我們推展了「小作家培訓深造計劃」，為熱愛寫作的中二及中三級學員提供進一步訓練寫作的機會。最近，我們把培訓範圍擴大，並利用資訊科技作為培訓的輔助工具，這就展開了「小作家網上培訓計劃」。可以說，「聯校小作家培訓計劃」是「小作家網上培訓計劃」的前身，「小作家網上培訓計劃」是「聯校小作家培訓計劃」的繼續和發展，二者的目標是完全一致的。



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「小作家網上培訓計劃」的目標

1. 幫助學生培養寫作興趣和提高思維能力，鼓勵他們建立個人的寫作風格；
2. 開拓一片寫作園地，讓同學發揮其寫作潛能；
3. 在學生中養成「勇於寫作，樂於寫作」的風氣；
4. 讓熱愛寫作的同學有切磋交流的機會，藉以提高寫作水平；
5. 為教師提供寫作教材及有關最新寫作研究成果的資料；
6. 以認知心理學的理論為教學基礎，利用資訊科技提高寫作教學水平。

二. 多讀多寫

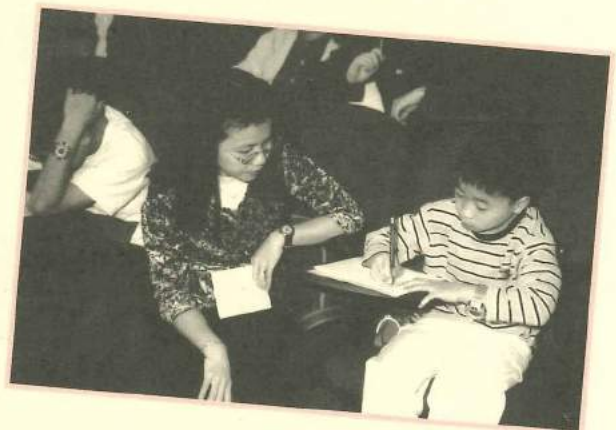
怎樣提高寫作水平？我們的做法，是引導會員走多讀多寫的道路。人要從走路中學習走路，從游泳中學習游泳，同樣，寫作也應該「從寫作中學習」。不但要寫，而且要多寫。在香港，一般中小學學生每年命題作文八篇（長文），寫作的機會不多。計劃要求會員每十天提交一篇作文，平均每年作文三十至三十五篇。所有作文由計劃執委會委員或其他研究人員、資深語文教師評閱。評閱後，將作文連同評語上網。評閱作文主要從宏觀角度著眼，針對文章的思想內容、佈局謀篇和思路發展等較深層的問題，提出修改意見。至於錯別字和語法錯誤等一般的問題，會有專人分階段在網上集中向會員講解。

「多讀」也是寫作過程的基本功夫，是寫作的前奏，所以我們要求會員一方面要「多讀」名家作品，涉獵不同時代和不同體裁的文章，另一方面又「多讀」朋輩的作品，從中吸取營養，讓腦海中的「貯備」豐富起來。通過閱讀，可以吸收別人寫作的優點，再加以融會貫通，便逐步建立起個人的寫作風格。為了讓會員能多讀朋輩的作品，「小作家網上培訓計劃」網頁上的「文章展覽館」，分別設有狀元館、繽紛館、新秀館、菁華館、抒情館、描寫館、論說館、記敘館、綜合館等分館，收藏會員的作品。另外又設交流館，徵集訪客的意見。

在引導會員「多讀多寫」時，我們又強調思維訓練。寫作是一項「思維」活動，寫得好，就是想得好，提高語文水平實質上是提高思維能力。在寫作的計劃階段，我們著重引導會員不斷分析及綜合各題目及題材，避免「不假思索」就開始寫作。在轉譯階段，會員又要按照提綱的要求，一邊寫作一邊思考，在停頓的時候繼續「向前」、「向後」的思索。在修改階段，結合作文評語，讓他們深入分析自己的文章，找出修改的方法，把文章改好。通過反覆的思維訓練，可以提高會員的寫作能力。

三. 「互動」式的培訓

寫作是一項複雜的心理活動過程，牽涉到人與人之間的關係，主要是作者和「讀者」的關係。在網上培訓中，會員所面對的「讀者」對象包括負責培訓的專家、學者、老師、參加培訓的學生、家長等等。如果能利用他們之間的互動因素來加強對會員的刺激，便可以增加會員的寫作興趣，亦可以有效地提高其寫作水平。



培訓人員與會員之間的「互動」。互動的方式是藉著「對話溝通」，加強思想交流。培訓計劃執委會秘書處備有各會員的檔案，保留他們在培訓期間的全部作品。培訓計劃的執行人員會分析這些文章，並且和小作家「溝通」，進行個別指導。我們對文章提出了修改意見，小作家就會詳細地考慮：為甚麼要這樣修改，而不那樣修改？這樣修改有甚麼好處？還有更好的修改方法嗎？經過這樣反覆思想，再動手修改作文，效果往往會更理想。

支持和鼓勵，是這種「對話溝通」中常見的方式。在培訓過程中，我們十分注重發掘會員創作的優點，以增強其寫作信心。我們分析了會員的作品，並寫成推介文章在網上發表。這樣可以為會員提供學習材料，對小作家也是一種鼓勵。除了這種經常的鼓勵外，在學年結束前，會員在完成作文任務後，經委員會核准，可獲香港中文大學教育學院頒發證書，凡成績優異者，可獲嘉獎狀。我們還會將學員的優秀作文推薦給各報紙雜誌，在寫作專欄中刊登，讓香港及各地的學生有機會分享會員的學習成果。

除了培訓者和會員之間的「互動」之外，我們還充分利用學生之間、家長與學生之間的互動因素。計劃讓學員互相交流，或在網上進行討論和研究。這種「共同交流」、「互相挑戰，自我辯解」的過程，可以增強學生的信心。計劃現在還設有「家長親子寫作工作坊」、「家長及學生寫作諮詢熱線」，以保持和家長的聯繫。家長一同參與寫作活動，對會員來說又是一種激勵。

目前，人們都很關注學生的語文程度問題。網上培訓從去年暑假起，已進行了大半年。從這半年的情況來看，學生的語文程度並不如外界想像的那麼低。在自己命題作文的訓練下，不少學生都寫出了優秀的文章。學生在寫作方面很有潛質，在接受培訓後亦有很明顯的進步。

由於缺乏經費，計劃從九九年一月起開始收費。這些款項會用於維持培訓網頁的正常營運之上。在具備足夠條件的時候，培訓計劃便會推展到台灣、大陸和海外華人聚居的地區。☑



讀書如「儲蓄」
多讀變「富豪」



讀萬卷書還須寫千篇文。
讀萬卷書，你仍是個「小讀者」；
寫千篇文，你便是「小作家」。

「小作家證書」是一張魔術紙，
它載滿希望、夢想和溫馨。

小作家“錦言”

學好寫作，猶如擁有一張「八達通」，
令你在縱橫交織的交通網絡內通行無阻。

寫作「八達通」需要用「時間」和
「努力」來增值，才能繼續有效。

Programs for the Gifted and Talented

Gifted Education Seminar Series

The Programs for the Gifted and Talented (PGT), supported by the Department of Educational Psychology and the Education Department of HKSAR, held the second series of Gifted Education Seminars in March and April 1999.

PGT invited Professor Miraca Gross to conduct a 2-day seminar on March 12 and 13, 1999. Professor Gross is Professor of Gifted Education, and the Director of the Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales. In the 2-day seminar, she addressed the following topics:

- The special characteristics and needs of highly gifted children and youth
- Acceleration: When, why, how and for whom?
- Recognizing and responding to gifted underachievers
- Understanding the social and emotional needs of gifted and talented students

Professor Joan Freeman was invited to conduct three seminars on April 23 and 24, 1999. Professor Freeman is the Founding president of the European Council for High Ability (ECHA), and is Visiting Professor at the Department of Lifelong Learning and Education, Middlesex University, London. In the seminars, Professor Freeman addressed the following topics:

- The development of talent in gifted children – Music and fine-art
- Creativity versus high level examination success
- Growing up gifted – Implications for teachers and schools



Saturday Gifted Programs

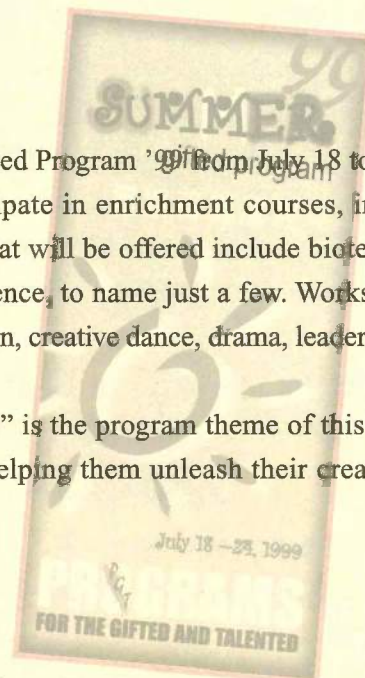
This year, three Saturday Gifted Programs have been organized for gifted and talented students during the period March 1999 to May 1999:

- Creative Fiction Writing
- Uncovering the Lost World
- Creative Acts through Visual and Tactile Senses

Summer Gifted Programs

The Programs for the Gifted and Talented will hold its Summer Gifted Program '99 from July 18 to 24, 1999 on the University campus. During the week, students will participate in enrichment courses, interesting workshops, exciting activities, small group sharing, etc. Courses that will be offered include biotechnology, Chinese writing, computer science, English, mathematics, and science, to name just a few. Workshops will include art and craft, audio and visual production, computer animation, creative dance, drama, leadership skills and reporting.

As the Year 2000 is approaching, "The future ...begins here!" is the program theme of this year. The program is aimed at widening the scope of the participants and helping them unleash their creativity and leadership skills.



Conferences, Seminars and Public Lectures**基礎教育研討會****優質教育：研究、計劃與實踐**

香港中文大學每年舉辦基礎教育研討會，作為本校教育學院開設的教育學士課程的一個重要組成部分，今年的主題是優質教育：研究、計劃與實踐。

一九九七年十月，行政長官在施政報告中宣布設立優質教育基金，以資助各項有助推動香港優質教育的計劃。設立基金是《教育統籌委員會第七號報告書》的主要建議之一。基金獲得政府撥款50億元，在一九九八年一月二日正式成立，為教學界提出值得推行的計劃，提供資助。基金主要資助屬於基礎教育範圍內（即學前、小學、中學及特殊教育）值得推行的非牟利創新計劃。本研討會除特邀獲基金資助的計劃外，並邀請各大專院校教育學院教育學士課程畢業生或應屆畢業生發表論文，以達到本研討會主要的目的——推動研究與發展並重的工作，以期改善本港基礎教育。



今年我們很榮幸，邀請到聖士提反女子中學附屬小學校長蔡張杭仙女士，擔任大會的主題演講嘉賓，就「透過英語教師計劃加強小學生的英語能力」這個題目，分享她的經驗及心得。至於16個獲本研討會邀請的優質教育基金計劃，內容非常廣泛，包括躍進學校計劃、教育資訊科技、英語教育、校本課程設計、領袖培訓及師資培訓等。

全國課程理論研討班

由香港中文大學香港教育研究所、香港中文大學教育學院、中央教育科學研究所、東北師範大學、深圳大學師範學院聯合舉辦的全國課程理論研討班，已在5月3日至8日假深圳大學舉行。

該研討班由香港教育研究所副所長黃顯華統籌和主持，其目的是要為與會者提供機會，能共同深入探討以下課題，包括課程理論、設計九年普及義務教育課程的理論基礎、中國素質教育課程體制的構建，和課程的理論與實踐之間的關係。另外，藉此促進中港二地學者的交流，為「中國基礎教育面向21世紀課程改革研究」的一次理論準備工作。

與會人士包括來自香港中文大學教育學院、香港教育研究所、中央教科所、東北師範大學、人民教育出版社、華東師範大學、華南師範大學、西南師範大學、西北師範大學、華中師範大學、珠海教研中心、深圳大學師範學院、深圳市南山區教育局、沈陽師範學院、語文出版社等各單位的代表共19人。

經過六天的深入交流和探討後，與會者都認為同類性質的研討值得繼續舉辦。決定在明年五、六月在北京舉辦下一屆研討班，主題為「內地、香港、台灣三地課程改革的比較研究」。除了內地和香港的學者外，還會邀請台灣的學者參與。

NEW PROFESSIONALISM IN TEACHING

Teacher Education and Teacher Development in a Changing World

The International Conference on New Professionalism in Teaching: Teacher Education and Teacher Development in a Changing World was held during 15-17 January, 1999 at The Chinese University of Hong Kong. It was co-organized by the Hong Kong Institute of Educational Research and the Faculty of Education in collaboration with the International Research Network "PACT" (Professional Actions and Cultures of Teaching). Established in April 1992, PACT was developed as a major collaborative project aimed at bringing together top international scholars in the fields of teaching, teachers' work and teacher professionalism to exchange ideas and develop new research in a community of common interest and shared expertise.

Six keynote speakers spoke at the conference:

Brian Caldwell of University of Melbourne (Australia) - *The Status of the New Professional in Schools of the Third Millennium: Benchmarking against the Best in Medical Practice*

Ivor Goodson of University of East Anglia (United Kingdom) - *Towards a Principled Professionalism for Teaching*

Andy Hargreaves of OISE/University of Toronto (Canada) - *Professionals & Parents: Personal Adversaries or Public Allies?*



Brian Caldwell
University of Melbourne



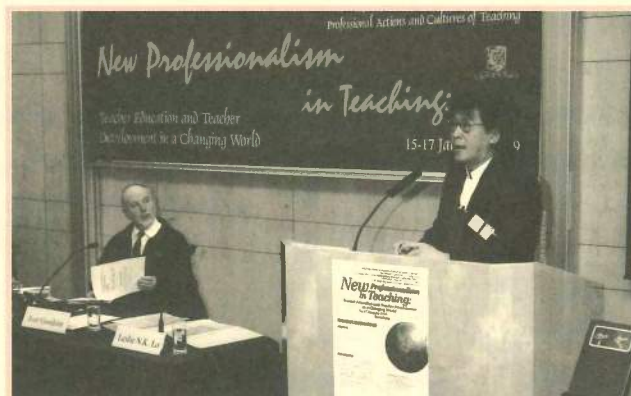
Ann Lieberman
Stanford University

Ann Lieberman, Milbrey McLaughlin of Stanford University (United States) – *Professional Development in the United States: Policies and Practices*

Leslie N. K. Lo of The Chinese University of Hong Kong (Hong Kong) - *Teacher Development and Teacher Education in Hong Kong and the Chinese Mainland*

Amy Tsui of The University of Hong Kong (Hong Kong) - *Building an Electronic Community of Teachers*

Their addresses were broadcast live on the Internet and can still be downloaded for viewing at <http://www.fed.cuhk.edu.hk/~hkier/seminar/s990115/html/broadcast.htm>



Ivor Goodson of University of East Anglia (left) &
Leslie N. K. Lo of The Chinese University of Hong Kong (right)

**NEW PROFESSIONALISM
IN TEACHING**
Teacher Education and Teacher
Development in a Changing World



Andy Hargreaves
OISE/University of Toronto

In addition to the keynote addresses, eleven papers were presented by scholars invited to deliver papers at the conference. They were Miriam Ben-Peretz of University of Haifa (Israel), Christopher Day of University of Nottingham (United Kingdom), Tomas Englund of University of Orebro (Sweden), Alicia Fernandez of OISE/University of Toronto (Canada), Gill Helsby of University of Lancaster (United Kingdom), David Labaree of Michigan State University (United States), Sverker Lindblad of University of Uppsala (Sweden), Jorunn Moller of University of Oslo (Norway) and Judyth Sachs of University of Sydney (Australia). Joining the keynote and invited speakers were over 200 participants from Australia, Canada, the Chinese Mainland, Hong Kong, Israel, Norway, the Philippines, Singapore, Sweden, Taiwan, Thailand, the United Kingdom, and the United States.

Over 90 papers were presented at the conference. Papers presented were organized along seven sub-themes, viz, teacher development, teacher education, educational leadership, culture of teaching, teachers' work, staff development, and educational policy. It is expected that publications borne from this conference will enrich the world's understanding of teacher professionalism in the new millennium. Selected keynote and invited papers will be published in a future issue of *Prospects*, a journal of UNESCO.



Amy Tsui
The University of Hong Kong

PACT held its biannual meeting which preceded the conference during 13 & 14 January 99. In the meeting, Andy Hargreaves of OISE/University of Toronto and Ivor Goodson of University of East Anglia passed on the international directorship of PACT to Brian Caldwell of University of Melbourne and Leslie N. K. Lo of The Chinese University of Hong Kong.

Forthcoming Conference

二十一世紀校外教育的定位與發展研討會 (廣東話/普通話)

日期：一九九九年六月七、八日 地點：香港中文大學何添樓

是次研討會是由香港宋慶齡少年宮、中國少年先鋒隊全國工作委員會、香港中文大學香港教育研究所及香港中文大學教育學院合辦。主辦單位希望透過這次會議，讓內地及香港的學者專家及校外教育工作者有聚首一堂的機會，藉著討論重要的課題，反思校外教育的理論和實踐，並提出改善建議。

查詢電話：(852) 2609 6928

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電子郵件：pchan@cuhk.edu.hk

大會網址：<http://www.fed.cuhk.edu.hk/~hkier/seminar/s990607.htm>

一九九九國際語文教育研討會

International Language in Education Conference (ILEC'99)

第十五屆國際語文教育研討會將於十二月十七至十九日假香港中文大學舉行，主題為「語文、課程及評核：研究、實踐與規劃」。大會邀得多位世界知名學者出任主講嘉賓，中文討論的主講嘉賓有張洪年（香港）、周策縱（美國）和梁榮基（新加坡）。

歡迎各位提交論文，討論形式包括宣讀論文，主持工作坊或專題講論、提交實踐報告並參與壁報圖片及論文展覽。參加者可以選擇以英語、粵語或普通話宣讀論文。

The 15th International Language in Education Conference (ILEC'99) will take place in The Chinese University of Hong Kong from 17-19 December 1999 with the theme **Language, Curriculum and Assessment: Research, Practice and Management**. A number of world renowned scholars will give plenary presentations. Among them are Professors Amy B.M. Tsui (HK), J. Charles Alderson (UK) and David Mendelson (Canada).

The conference organizers welcome proposals for papers, workshops, colloquia, practicals and poster sessions. Presentations may be in English, Cantonese or Chinese.

	English session 英文組	Chinese session 中文組
Deadline for submission of abstracts 論文提要截止日期	31/5/99	30/6/99
Registration 參加費用 Local & PRC participants 本地及內地參加者	Early registration (on or before 30/6) 30/6 前報名，費用為 HK\$550 Regular registration (from 1/7 to 15/10) 1/7 至 15/10 報名，費用為 HK\$650	Early registration (on or before 31/7) 31/7 前報名，費用為 HK\$550 Regular registration (after 1/8) 1/8/99 後報名，費用為 HK\$650
Overseas participants 海外參加者	US\$120	

For further information, please contact the ILEC'99 Secretariat via:

查詢有關詳情，請與研討會秘書處聯絡：

Webpage 網址：<http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm>

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Mail 郵寄：The Secretariat, ILEC'99, c/o the Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

香港新界沙田香港中文大學香港教育研究所轉 ILEC'99 秘書處收

Tel. no. 電話：(852) 2609 6928 Fax no. 傳真：(852) 2603 6850



Training Programmes

Hong Kong Centre for the Development of Educational Leadership

Since the fall of 1998, the Hong Kong Centre for the Development of Educational Leadership has been bustling with activities. Under the directorship of a small group of faculty members, principally drawn from the Department of Educational Administration and Policy, namely Professors Leslie Lo, Nicholas Pang, Allan Walker, Clive Dimmock, and Jack Lam, major advances have been made on several fronts.

From the administrative perspective, a list of prominent school principals has been approached to serve in the advisory committee. It is envisioned that such a committee will allow the Centre to be in close touch with education leaders in the field and provide a clearer guidance for the Centre in terms of its future development.

From the publicity perspective, two measures have been taken. Firstly, a Website has been created documenting important information about the Centre for all using the Internet. This should increase the exposure of the Centre to all potentially interested school administrators who would like to take part in activities sponsored by the Centre. Secondly, a handbook containing all faculty members interested to serve as school consultants on all matters related to schools: administrative and policy issues, curriculum issues, and students and staff issues, will be prepared and distributed to all principals in Hong Kong. In this fashion, principals in need of assistance will know whom to contact – a service that can be considered as “first” in Hong Kong.

Aside from publicity campaign, but more in line with strengthening the networking with comparable principals' training centres in the region, the Centre has sent delegation to attend meetings organized by the Asian-Pacific Network. This is an organization consisting mostly of principal training centres in different Australian States as well as centres in Taiwan and Singapore.

From the in-service perspective, two major associations of principals have been involved. The C.C.C. Association of Principals completed a 25-hour workshop series on “problem-solving and conflict resolution” and is now engaged in a second series on “supervision.” School administrators from the Catholic Religious Schools Council have just completed their first series of workshops and will be ready to start the second in the fall. All the courses have received positive comments and support from the



participants. This has pointed to an area, which has been overlooked by both Government and universities in the past. More recently, the chair from the Buddhist Association of Principals also called to express an interest in having its principals taking part in similar in-service activities.

In addition to these workshop series, there are additional in-service programmes for principals who may or may not belong to any educational organizations. Among those scheduled is a five-day workshop in May on “profile development.” Professor Bagley from the Ontario Institute for the Studies of Education has been invited to conduct this workshop.

To finance activities of the Centre, initial funding came from Department of Educational Administration and Policy with personnel needs supplied by the Hong Kong Institute of Educational Research.

The Centre has been closely monitoring the initiative of the Government in its attempt to provide training for beginning principals and their more experienced counterparts. Once the working committee of the Government dealing with principals' training has finalized its major framework, the Centre will be ready to participate in the activities designated for upgrading the quality of principals and to prepare appropriate professional credentials to provide further momentum for such an endeavour.

In its relative short period of existence, the Centre has fulfilled missing mandates for the Faculty of Education.


普通話教育研究及發展中心

培訓、診斷、測試一條龍

本中心為進一步推廣普通話及普通話水平測試，於今年二月至五月期間，特別舉辦普通話水平測試強化和訓練課程。課程的總目標在於培養及提高學員使用普通話的流利程度和規範程度，為參加普通話水平測試做好考前準備，掌握測試的技巧要求，以考取更好的成績。

強化訓練課程包括普通話基礎語音訓練、普通話朗讀正音訓練、普通話語言表達訓練。每門課各佔 60 課時，由本中心具備「國家級普通話水平測試員」的導師任教。課程開辦以來，深受學員歡迎，評價甚高。其中基礎語音訓練課程的學員都具有學士學位或高級學位，可見本中心開辦的課程得到專業人士的認同。

國家語言文字工作委員會普通話培訓測試中心莊守常教授到本中心作學術交流訪問，並主持「普通話教學測試系列講座」。莊守常教授為內地國家級普通話水平測試員培訓班的專任教師。在系列講座中，莊教授深入淺出地剖析了普通話水

It has transformed sporadic service activities of the past into a more sustaining and systematic out-reach one to schools. It has embarked upon a vital mission of providing support to the Hong Kong school system which is undergoing rapid changes. It has established a closer working linkage between the Faculty of Education and its natural constituency so that interdependence and mutual support replace the entrenched isolation. It has provided a forum where informal and formal learning can be fused together in promoting the professional growth of educational leaders in synchronizing with their school development. 

平測試方法論，探討普通話的聲調節律，超音段識別，形容詞生動形式的音變，兒化韻以及輕聲詞等問題。這些問題引起了參加者熱烈的討論。不少與會朋友表示，這是近年來少有的高水平的講座之一。

普通話診斷服務

本中心將於今年五月起，為社會人士提供普通話診斷服務。診斷內容以粵方言區人學習普通話的難點作為重心。申請人的錄音由本中心國家級普通話水平測試員評審。測試員為申請人填寫評估報告表，指出申請人需要改善的地方，並提供診斷後的正音輔導。

普通話水平測試

第三屆普通話水平測試將於今年六月五日及六日舉行，報考人數達 200 多人。首兩屆的問卷調查顯示，絕大多數應試人都認同採用「電腦錄音測試模式」，使他們更能發揮自身的普通話水平，並表示如果再次參加測試，仍會選擇這種電腦測試模式。第二屆普通話水平測試問卷調查發現，應試人對「主辦單位提供測試專業服務」和對「測試的安排滿意」程度都比第一屆的為高。

21世紀標準語教育

本中心將於今年五月廿八日及廿九日舉辦第二屆普通話教育研討會，主題為「21世紀標準語教育」。答允應邀作嘉賓講者的著名學者及測試專家包括李如龍教授、盛炎教授、王理嘉教授、伍巍教授、蕭桂林先生、謝建猷教授、張銳教授、朱家珏教授、莊守常教授。（按漢語拼音序排列）為使廣大的普通話教師有更多的學習及交流機會，本中心在研討會期間，特別舉辦名家名師談普通話教與學的公開講座，歡迎在職普通話教師或社會人士參加。

Research Programmes

The HKIER has co-ordinated two new research programmes: Teacher Development and Values in Education.

Teacher Development

Teachers are the most important human resources in schools. In particular, competent teachers are indispensable to quality education. Yet we have little knowledge of the condition and process by which competent teachers develop.

Hence, the primary objective of this research programme is to investigate the development of school teachers in Hong Kong, through both cross-sectional and longitudinal research studies. Groups of beginning and experienced teachers will be compared in order to reveal the social, psychological, cognitive, and motivational variables that characterize competent teachers. The results of the studies should have

important implications for teacher education, the developmental and psychological needs of teachers, and educational practices and policies.

The research team of this programme consists of Professors Ella Chan Po-on, David Chan, Cheng Pui-wan, Cheung Ping-chung, Patrick Lau Siu-ying, Alvin Leung Seung-ming, Ni Yu-jing, Shiu Ling-po and Wong Wan-chi.

At present, four research projects have been planned:

1. Acquisition of expertise in teaching
2. Career development of teachers
3. Stress and coping of teachers
4. Teacher motivation and self-concept

Values in Education in Contemporary Societies

當代社會的教育與價值研究計劃

Programme Coordinator: Prof. Cheng Hon-man, Roger (rogercheng@cuhk.edu.hk)

Duration: January 1999 (for your years)

With the help of two ideas, 'values in education' (教育價值 or 'values of education') and 'education in values' (價值教育 or 'values education'), in explicating the interactive relationship between education and values, this research programme will pursue the axiological inquiry in educational context and explore varieties of values education, thereby showing how value issues are tackled and how value discourse is engaged in education in contemporary societies. Its targets include: organizing workshops/study groups for nurturing values educators, organizing an international conference in year 2000, and coordinating researchers to pursue research projects for the enhancement of studies on values in education.

<i>Projects</i>	<i>Investigators</i> (1st as Principal Investigator)
Value Issues in the Quality Education Discourse: Analysis on ideas of Quality, Aims and Value-Added	Profs. Cheng H. M. Roger, Lo N. K. Leslie, Tsang Wing-kwong, Lau Kwok-keung, Lee C. K. John, Hung Fan-sing
Studies on Perspectives on Educated Persons: Quality, Qualitative Evaluation and Qualitative Terminology as the Foci	Prof. Cheng H. M. Roger
Hong Kong Voters in the 1998 Legislative Council Election: A Survey of the Voting Behavior in the HKSAR	Prof. Tsang Wing-kwong
Educating the Future Citizens of the HKSAR: A Study of the Status Quo and Effects of Citizenship Education in Hong Kong Secondary Schools	Profs. Tsang Wing-kwong, Ho S. C. Esther, Tse Kwan-choi
Environmental Education in Chinese Communities: Towards Sustainable Development	Prof. Lee C. K. John
Making Home-School Collaboration Work: In Search of Success Indicators and Practices	Prof. Ho S. C. Esther
A Comparative Study of Political Education in Four Chinese Societies: Mainland China, Taiwan, Hong Kong and Macau	Prof. Tse Kwan-choi
Work and Economic Values: Issues and Implications for Education	Prof. Hung Fan-sing

Publications

新系列

學校教育改革系列 School Education Reform Series

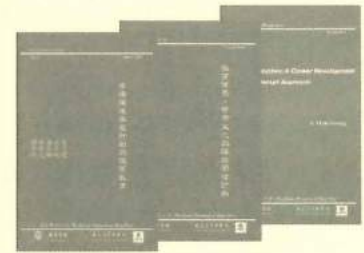
香港教育研究所新推出之「學校教育改革系列」針對各種學校教育的問題，抱著集思廣益的態度，以期為香港教育工作者提供一片研討的園地。首先推出的是三本有關「香港躍進學校計劃」的著作：

No.1 《香港躍進學校計劃與優質教育》

邁向優質教育：躍進學校教育的角色	李子建、趙志成
「躍進學校」的三塊基石	潘天賜
躍進學校計劃對改革香港小學教育的啟示	鄧薇先
躍進學校計劃	譚萬鈞

No.2 《教育質素、質素文化與躍進學校計劃》 彭新強**No.3 *Quality Education: A Career Development and Self-Concept Approach***

S. Alvin Leung



學校政策研討系列和學校教育改革系列
書冊每本售港幣十五元正

學校政策研討系列 十六至十八現已出版 *Education Policy Studies Series*

- | | | |
|-------|--|-----------------|
| No.16 | 《家庭與學校合作 — 政策及理論剖析》 | 何瑞珠 |
| No.17 | <i>Educational Reform and the Struggle for the Soul of the Teacher!</i> | Stephen J. Ball |
| No.18 | <i>Where is the Focal Point for Reform? Secondary Education as the Key to Change</i> | Phillip Hughes |

NEW

Canadian and International Education Vol. 27 No.2 December 1998

NEW

Educational Research Journal Vol.13 No.1 Summer 1998

NEW

基礎教育學報 第八卷第一期(一九九八年冬)

《當代華人教育學報》 第二期現已出版。讀者可到以下網址瀏覽：

<http://www.cuhk.edu.hk/~hkier/jecc>

查詢或訂購以上書刊，請致電香港教育研究所 (26096999)。

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